

INTERVIEW SESSION

1. Do you like English?
2. How old were you when you began to learn English?
3. Where did you learn it and how?
4. How often do you usually use English?
5. What parts of the English language do you find the most difficult and why?
6. Have you completed any English language exams before? what score did you achieve?
7. With the use of motivational story in the classroom as a warming up, do you like English more than before? why?
8. How did using motivational stories as a warming up affect your English interests? why?
9. Which did you prefer, choosing your own topics or watching about the topics I provided? why?
10. How do you think if the motivational stories would be use before teaching and learning process continuously? why?

Observation Sheet

1. What evidence was there that the students found the motivational story interesting / boring?
2. Did the students participate actively in the lessons? Why?
3. What evidence was there that the tasks and activities helped students to understand and enjoy the story?
4. Were the aims of the lessons achieved? Why?
5. What other things, if any, should be done to improve the lessons?

Adapted from:

Lazer, G. (1993). Literature and Language Teaching. Cambridge: Cambridge University Press.

Thursday, 28-3-2019
Observation Checklist Meeting 1

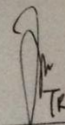
Ashilla Self Experience

NO	INDICATOR	Notes
1	Attention ✓	Students give their attention - focus & concentration
2	The Willingness ✓	Students enthusiastic
3	Needs ✓	Students makes a note abt the material
4	Feeling happy or joyful feelings ✓	Enjoy in the class
5	Teaching materials and Teacher's good attitudes ✓	Understand abt the lesson thing video
6	Participation ✓	- Students can answer question. - Students active in class

- NB :
1. All indicator achieved
 2. Motivational story ✓
 3. Students interest increased.

Mengetahui,

Wali Murid


Tika

Friday, 29-3-2019
Meeting II
Observation Checklist

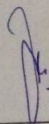
Selvi Self Experience

NO	INDICATOR	Notes
1	Attention ✓	- Students give their attention. - Lost of Concentration gradually
2	The Willingness	
3	Needs ✓	- Students makes their own notes (The smartest one)
4	Feeling happy or joyful feelings	- Students enjoy the video - Video too long.
5	Teaching materials and Teacher's good attitudes	
6	Participation	- Few students answer a question - Students rather passive.

- NB: 1. Revise
2. Change the content /
different video
3. Select the best one.
4.

Mengetahui,

Wali Murid


Tika

Thursday, 4-4-2019.

Observation Checklist

Meeting III

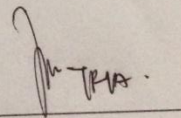
Mr. Darmish

NO	INDICATOR	Notes
1	Attention ✓	- paid attention - Most of the students concentration w/ the video.
2	The Willingness ✓	High enthusiast
3	Needs ✓	Students makes their own notes abt the lesson throug motivation
4	Feeling happy or joyful feelings ✓	- Students enjoy the video - Students laughed happy by
5	Teaching materials and Teacher's good attitudes ✓	- Understand abt the lesson - & so them raised their hands to answer thei question.
6	Participation ✓	- Students Very active and participate actively.

- UR: 1. Seven Indicators Achieved
2. The aimed were achieved.
3. Motivational story increases students' learning interest.

Mengetahui,

Wali Murid


M. T. H.

Friday, 5-4-2019
Meeting IV

Observation Checklist

Mr. Damish.

NO	INDICATOR	Notes
1	Attention ✓	Students focus & concentration - Participate actively
2	The Willingness ✓	High enthusiast - Looks very happy
3	Needs ✓	Students remember partly about the material through motivation story
4	Feeling happy or joyful feelings ✓	Enjoy the Video
5	Teaching materials and Teacher's good attitudes ✓	- Understand the lesson - Students can re-tell the Video (story)
6	Participation ✓	Students even asking and answer the questions (Include the wa nez one) - So many students

- MR : 1. Seven indicators were achieved.
2. Many improvement than before.
3. Motivational stories very useful
to increase students' interest
in learning English.

Mengetahui,

Wali Murid

M. TRIA.